R E P O R T R E S U M E S

ED 013 702 RE 000 106

A GUIDE TO HIGH SCHOOL AND COLLEGE READING TESTS.

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PUB DATE 65

EDRS PRICE MF-$0.50 HC-$2.40 60P.

DESCRIPTORS- *READING TESTS, *SCREENING TESTS, *GROUP TESTS, TEST CONSTRUCTION, TEST VALIDITY, HIGH SCHOOL STUDENTS, COLLEGE STUDENTS, ADULT STUDENTS, TEST SELECTION, *BIBLIOGRAPHIES

FIFTY-ONE SURVEY-TYPE GROUP READING TESTS DESIGNED FOR USE WITH HIGH SCHOOL AND COLLEGE STUDENTS ARE SUMMARIZED AND REVIEWED BRIEFLY. INFORMATION IS GIVEN ON THE RELIABILITY, VALIDITY, CONTENT, NUMBER OF FORMS, GRADE LEVEL, WORKING AND ADMINISTRATION TIME, DATA, PUBLISHER, GENERAL ABILITIES MEASURED, AND AUTHORS OF EACH TEST. COMMENTS ABOUT TEST WEAKNESSES SELECTED FROM CRITICAL REVIEWS BY SPECIALISTS IN THE FIELD OF READING FOR THE BENEFIT OF PROSPECTIVE TEST USERS ARE PRESENTED. ELEVEN OTHER HIGH SCHOOL AND ADULT TESTS ON WHICH ONLY LIMITED DATA WERE AVAILABLE ARE DESCRIBED IN CHART FORM. THE GUIDE INCLUDES ADDRESSES OF TEST PUBLISHERS AND REFERENCES FOR REVIEWS OF TEST INSTRUMENTS. (LS)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

RE 000 106

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A Guide to High School and College Reading Tests

Alton L. Raygor and Dale E. Bennett

University of Minnesota

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Introduction

This compendium represents an attempt to present pertinent data for group administered, survey-type reading tests which are designed for use with high school and college students. The principle objective is to combine information obtained from critical reviews by specialists in the field of reading. It is not a substitute for direct, first-hand examination of the instruments or the reading of the critical reviews in their entirety.

We have attempted to present the technical data which is most often desired by persons who are faced with the task of test selection. We have also included a section on reviewer comments where such information was available. Due to the obvious space limitations we have endeavored to provide only the salient comments of the test reviewer. In many instances there was more than one review available so that the choice presented herein represents an arbitrary selection on the part of the editors. The rationale governing our selection was principally that of selecting the most comprehensive review available. In abstracting the reviewer's comments our aim is to present the weaknesses or cautions, as identified by the test reviewer, to be noted by prospective users who are unfamiliar with the instruments. It is our belief that, in this instance, critical appraisal is more valuable than laudatory platitudes. For the prospective test selector, we would insist that there can be no substitute for reading all of the reviews available for a particular instrument. A bibliography is provided where such reviews are available.

The notation (+) before the title of a test indicates that levels are also available for testing grades below high school. In most instances there are two numbers indicated for the "Time" of a test. The first number indicates the actual pupil working time. The second number, in parentheses, indicates the average time required for administration of the instrument. All other unique information for a given instrument is indicated with an asterisk and explained in a footnote.

In the Content Analysis section we have attempted to present the general nature of the content contained in the tests. In every instance this information was obtained from direct examination of the instrument. Space limitations have precluded the inclusion of an analysis of more than one form. In most cases, however, the general description of content would be applicable to all available forms of a given test.

Unless otherwise noted, the tests contained herein are still in print and are available from the publisher. This information was determined from consulting Buros, Tests in Print, and this information was correct as of June 1, 1961. It may be that certain tests included here have gone out of print since this date. This information would be available only through direct contact with the publisher.

It should be noted that, in its present form, this compendium is incomplete and should be considered tentative. The problems inherent in attempting to collate data from such a wide variety of sources is readily apparent. The notation that "data is unavailable" simply indicates that we were unable to locate the source where such information is available at the present time.

REVIEWER COMMENTS: Russell G. Stauffer - Buros 5th Mental Measurements Yearbook

Has enough bottom to test even the porrest student, but not enough top to test the good student.

Small standardization sample--- the various batteries of the ASAT were standardized on 1,000 to 10,000 cases only

Time allowances tend to place emphasis upon speed.

Useful for a general survey of reading skills.

RELIABILITY

Equivalent-form coefficients reported based on "sampling 100 cases from approximately 1,000 cases in typical schools."

Sentence and Word Meaning, r=.953.
Reading Rate, r=.855.
Reading Understanding and Reading Paragraphs, r=.978.

VALIDITY

Content validation, "The vocabulary of the tests has been checked against widely used word lists and text-books common to senior high students and college freshmen."

No empirical procedures reported to check on this content validity.

CONTENT ANALYSIS

Test I - Vocabulary 20 minutes, 72 items.

Test IIA - Reading Rate, timed reading for 3 minutes (mark last word read on signal); 15 minutes total time for reading and answering questions. Selection approximately 1,500 words in length. Social Studies type content relating to the country of Salvador.

Test II B - 20 M-C type items covering material read in Test II A.

Test III - Paragraph Reading Test, 10 selections of approximately 150 words each followed by 5 M-C questions covering the content. 20 minutes.

- Sect. A - Geography of Canada
- Sect. B - Physiology, adrenal glands
- Sect. C - Geography, climate
- Sect. D - Geography, introduction of rice to Europe
- Sect. E - Geography, Switzerland
- Sect. F - History, Mark Twain
- Sect. G - Literature, the gift of a colt
- Sect. H - History, League of Nations
- Sect. I - Social Studies, the nature of constitutions
- Sect. J - History, the unifications of Italy

Number of Forms	2
For Grades	7-9
Time	30 (40)
Date	1941-58
Publisher	PSP

GENERAL ABILITIES MEASURED

Sentence meaning

Word Meaning

Paragraph Meaning

Total

Authors:

W. E. Pratt
R. V. Young

*Lower Levels available

REVIEWER COMMENTS: Henry S. Dyer - Buros 5th Mental Measurements Yearbook

Both the vocabulary section and the reading comprehension section are, in general, measuring only the more superficial aspects of the reading process.

Technical information given in the manual is, in many respects, inadequate.

Essentially no evidence presented on the validity of the test.

Percentile norms are tentative.

Norms and reliability data are reported on the same population.

RELIABILITY

VALIDITY

CONTENT ANALYSIS

Number of Forms	2
For Grades	10-13
Time	65 (80)
Date	1955
Publisher	PSP

GENERAL ABILITIES MEASURED

Vocabulary

Rate

Comprehension

Authors:

W. E. Pratt
S. W. Lore

REVIEWER COMMENTS: William W. Turnbull - Buros 3rd Mental Measurements Yearbook

Percentile norms for the three scores are provided for college freshmen on Form t only. Since there is no indication of the number or characteristics of this group, these norms are of little or no value. No standardization data are given for Form B, nor between scores on the two forms.

RELIABILITY

No data are reported.

VALIDITY

No data are reported.

CONTENT ANALYSIS

The tests consists of sixteen passages of approximately 300-400 words each. These are followed by four to seven M-C type questions based on the content. The first eight passages (Part I) deal with history, English, economics, sociology and psychology. The last eight passages (Part II) deal with astronomy, physics, geology, bioloby, and patentology.

The selections, and the questions on each selection, appear in ascending order of difficulty. The student is not allowed to refer to the passage while answering the questions about it.

Number of Forms	2
For Grades	7-16
Time	30 (35)
Date	1933-41
Publisher	FSPC

GENERAL ABILITIES MEASURED

Speed

Comprehension

Total

Author:

M. E. Wagner

+ California Reading Test: Advanced (a subtest of the 5 California Achievement Tests) 1957 Edition

REVIEWER COMMENTS: John C. Flanagan - Buros 4th Mental Measurements Yearbook

Power rather than speed test (manual reports about 90% of students can respond to the test situation within time limits provided).

Standardization sample adequate.

RELIABILITY

No information available.

VALIDITY

No information available

CONTENT ANALYSIS

Form AA

Vocabulary, 12 minutes, 90 items.
Reading comprehension, 38 minutes

Section E - Following Directions, 10 items.
Section F - Reference Skills (no information, questions only), 15 items
Section G - Comprehension (4 selections of approximately 200-250 words each).

#1. Textile industry in U.S. after Revolutionary War
#2. Fish - biological, factual, useful roles
#3. Development of railroad in U.S.
#4. The telegraph (invention and uses).

This test attempts to combine retention, sentence comprehension and paragraph comprehension by combining one or two questions testing each into one group.

Number of Forms	3
For Grades	9-14
Time	66-68(80)
Date	1957
Publisher	CTB

GENERAL ABILITIES MEASURED

Vocabulary

Comprehension

Authors:

E. W. Tiegs
W. W. Clark

REVIEWER COMMENTS: Russel P. Kropp - Buros 5th Mental Measurements Yearbook

N for normative group not given - same for N tested at each grade level.

Only 31 items cover a range of eight grades.

1953 norms same as in 1924 manual.

RELIABILITY

No data available.

VALIDITY

No data available.

CONTENT ANALYSIS

This test presents the examinee with 31 short statements, each about two sentences in length; in the second half of each there is a word which makes the statement absurd. This word must be crossed out by the pupil.

Number of Forms	1
For Grades	5-12
Time	30(40)
Date	1924-53
Publisher	ETB

GENERAL ABILITIES MEASURED

Comprehension

Author:

J. C. Chapman

REVIEWER COMMENTS: Alton L. Raygor - Buros 6th Mental Measurements Yearbook (in press)

The use of scale scores to achieve equivalence of forms is a great deal preferable to the technique used by some other reading test authors, who use some system for determining the difficulty level of items and then build equivalent forms on the assumption that one can do this as a random process.

The test seems well standardized on an adequate number of students representing what seems to be a good selection of schools and colleges.

The level of comprehension score uses a varying proportion of overlapping items with the speed of comprehension score. The statement that the level of comprehension score "indicates the depths of understanding displayed by a student in reading the kinds of material he is ordinarily required to read in high school and college" seems to leave a great deal to be desired in the explanation about the scores in a fashion which will enable the user to successfully discriminate between them and understand the factors which produce differences between the speed score and the level score. This is particularly troublesome when one finds that the two scores are correlated with each other at between .74 and .80; close to the limits of reliability for each score.

RELIABILITY

Equivalent form reliability coefficients are reported for both speed and level scores on samples drawn from grades 11-13. The averages of the correlation between the Level and Speed scores from two different forms are r=.74 for grade 11, r=.77 for grade 12, and r=.80 for college freshmen.

CONTENT ANALYSIS

Fifteen reading selections of varying length are presented to the student. Each selection is followed by M-C type comprehension questions with five detractors each. The questions are designed to measure the student's ability to:

1. Find the answers to questions answered explicitly or in paraphrase in a passage.
2. Weave together the ideas in a passage and to grasp its central thought.
3. Make inferences about the content of a passage and about the purpose or point of view of its author.
4. Recognize the tone and mood of a passage and the literary devices used by its author.
5. Follow the structure of a passage.

The reading passages are from textbooks, stories, humorous writings, scientific reports, and other types of reading material.

VALIDITY

Content validity claimed and the empirical procedures employed are described. Predictive validity based upon the correlation between the Davis Reading Test scores obtained at the beginning of the school year and first semester English grades at mid year is about .50. Concurrent validity coefficients are reported for correlations obtained between the Davis Reading Test and 7 others.

Number of Forms	4
For Grades	11-13
Time	40 (55)
Date	1956-58
Publisher	PC

GENERAL ABILITIES MEASURED

Speed of Comprehension

Level of Comprehension

Author:

F. B. Davis

+Diagnostic Examination of Silent Reading Abilities

REVIEWER COMMENTS: Frederick B. Davis - Buros 3rd Mental Measurements Yearbook

Test I is a well designed and highly speeded test of ability to comprehend easy material, but the directions do not make it sufficiently clear that the time limit is very short and that individual scores depend mainly upon speed.

The test of general information contains some poorly constructed items with some questionable keying of correct answers.

RELIABILITY

No information available

VALIDITY

No information available

CONTENT ANALYSIS

Number of Forms	1
For Grades	10-16
Time	*
Date	
Publisher	ETB

GENERAL ABILITIES MEASURED

Rate of Comprehension

Verbal Analogies

Word knowledge

General information

Level of comprehension

Authors:

A. Dvorak
M. J. Van Wagenen

*Part I - 5 (15)
Part II and III - non-timed (105-135)

REVIEWER COMMENTS: Frederick B. Davis - Buros 4th Mental Measurements Yearbook

Satisfactory norms are not available.

In general, it must be said that the individual part scores are not sufficiently reliable to identify, with confidence, weaknesses in an individual's ability to read.

The validity of the various part scores can only be determined by subjective judgment. In the reviewer's opinion, the comprehension, vocabulary, and oral reading scores seem acceptably valid measures; the tests of silent word attack do not seem to provide measures of skills that are crucial in this important area; the rate tests are probably about as valid as tests of this kind usually are, but the time and space devoted to them seem to be entirely out of proportion to their very limited meaningfulness or usefulness.

RELIABILITY

Correlation coefficients of internal consistency as compiled by the Kuder-Richardson formula 21 are presented for subtests on forms A and B. These coefficients were computed from samples of pupils from grades 7-13. The correlation coefficients range from .76 to .92. It is pointed out in the technical data manual that the subtest, "Story Comprehension" is not intended to be used as a reliable measure of comprehension.

CONTENT ANALYSIS

Total time, 40 minutes working time.

Reading rate: about 1800 words on "The Crow", maximum time 8 minutes.

Story comprehension: 20 questions on story, 15 minutes.

Vocabulary: 10 minutes, 60 items.

Comprehension: 15 minutes, 4 selections of about 300 words each.

Content: 1. "The Industrial Change Goes On" - Simple content on effects of Industrial Revolution. 2. "How Alexander Won His War Steed" - narrative. 3. "Mars The Warrior Planet"- Simple technical article. 4. "Changes in Agriculture" - Argiculture after the Civil War.

VALIDITY

Extended discussion in manual too lengthy to summarize (see reviewer comments above).

Number of Forms	8
For Grades	7-13
Time	40 (50)
Date	1947-52
Publisher	CDRT

GENERAL ABILITIES MEASURED

Rate of Reading

Story Comprehension

General Vocabulary

Comprehension

Total

Prepared by the Committee on Diagnostic Testing

REVIEWER COMMENTS: Henry Weitz - Buros 4th Mental Measurements Yearbook

The reliabilities of the subtests in the unrevised edition are seriously low. The diagnostic value of the section is, therefore, seriously impared.

RELIABILITY

Odd-even reliability coefficients are reported for 100 randomly selected subjects selected from all colleges. English and literature, r=.816; Mathematics, r=.860; Science, r=.850; Social Studies, r=.9366.

VALIDITY

Extended discussion in manual too lengthy to summarize.

CONTENT ANALYSIS

Definitions followed by five choices:

Part I, General Vocabulary - 30 items

Part II, Vocabulary of English Grammar and Literature - 30 items

Part III, Vocabulary of Mathematics 30 items

Part IV, Vocabulary of Science - 30 items

Part V, Vocabulary of Social Studies 30 items

Number of Forms	2
For Grades	7 - 13
Time	35 (45)
Date	1947-52
Publisher	CDRT

GENERAL ABILITIES MEASURED

6 Scores -

General

English

Mathematics

Science

Social Studies

Total

Prepared by the Committee on Diagnostic Reading Tests

REVIEWER COMMENTS: Henry Weitz - Buros 4th Mental Measurements Yearbook

The only reliability data supplied for this section suggests the need for great caution in using these tests for individual diagnosis.

RELIABILITY

Kuder-Richardson formula 21 reliabilities for total scores on the Silent Comprehension are reported. Form A, grade 10, r=.97; Form B, grade 11, r=.83, and Grade 12, r=.86. Auditory Comprehension utilizing recorded paragraphs and computed by the Kuder-Richardson formula 21 on sample drawn from grade 8 produced the following coefficients: Form A, r=.84; Form B, 5=.89.

VALIDITY

Extended discussion in the manual too lengthy to summarize.

CONTENT ANALYSIS

Part I - Contains 13 paragraphs, each of which is approximately 250 words in length. Each paragraph is followed by 3-4 MC type comprehension questions.

Part II - Consists of 17 paragraphs, each of which is approximately 250 words in length. Both the paragraph and the MC type comprehension questions are to be read aloud to the student by the examiner. Each paragraph has from two to five comprehension questions.

Number of Forms	2
For Grades	7-13
Time	40 (60)
Date	1947-52
Publisher	CDRT

GENERAL ABILITIES MEASURED

Silent Comprehension

Auditory Comprehension

Prepared by the Committee on Diagnostic Reading Tests

Diagnostic Reading Tests - Section III, Rates of Reading.12
Part I, General; Part II, Social Studies; Part III, Science

REVIEWER COMMENTS: Henry Weitz - Buros 4th Mental Measurements Yearbook

Two sets of directions are provided which are intended to provide motivation for different reading rates. In terms of the reported norm data, it is doubtful that they do.

RELIABILITY

No information provided regarding procedure employed in computing coefficients. Reliability coefficients are reported for samples from grades 7-10. Part I, unspeeded, r ranges from .60 to .69; Part I, speeded, r ranges from .66 to .74. Part II r ranges from .62 to .67. Part III, r ranges from .59 to .76.

VALIDITY

Extended discussion in manual too length to summarize.

CONTENT ANALYSIS

Form A

Part I, Two selections of approximately 1,000 words each. Each selection has 15 MC type comprehension questions. Content: "Mars" and "Comets".

Part II, One reading selection of approximately 1,500 words followed by 16 MC type comprehension questions. Content: "Industrial Changes during the Past 200 Years."

Part III, One reading selection of approximately 1,500 words followed by 15 MC type comprehension questions. Content: "Humidity".

Prepared by the Committee on Diagnostic Reading Tests

Number of Forms	2
For Grades	7-13
Time	***
Date	1947-52
Publisher	CDRT

GENERAL ABILITIES MEASURED

Part I:
***30 (35)
4 scores:
Normal Rate of Reading
Comprehension at Normal Rate
Maximum Rate of Reading
Comprehension at Maximum Rate

P Parts II & III:
*** 15 (20)
2 scores -
Rate of Reading Comprehension Check

(Part II, Social Studies
Part III, Science)

REVIEWER COMMENTS: Henry Weitz - Buros 4th Mental Measurements Yearbook

Oral part must be administered individually and is consequently very time consuming.

Reliability coefficients reported for the oral and silent parts of this section appear to be sufficiently high for individual measurement by both subtests and total score.

RELIABILITY

Part I - The consistency of measurement of each form was determined by correlating the number of errors on odd lines with those on even lines, corrected by the Spearman-Brown formula; r's range from .68 to .99. The errors on Form A were correlated with those on Form B, corrected by the Spearman-Brown formula; r's range from .44 to .94.

Part II - Reliabilities were estimated by the Kuder-Richardson Formula 21 on data from 4557 students in grades 7 through college; r's range from .89 to .97.

CONTENT ANALYSIS

Form A

Part I - Six paragraphs each of which is approximately 180 words in length to be read aloud by the student. Content drawn from fields of science and social sciences. Each paragraph has three to four questions to determine comprehension. There are three lists of words for determining recognition of words in isolation.

Part II - Items No. 4-66 pupil is presented with a test word which has a phoneme underlined. He is to find the word which contains this same sound out of the four choices presented.

VALIDITY

Extended discussion in manual too lengthy to summarize.

Number of Forms	2
For Grades	7-13
Time	***
Date	1947-52
Publisher	CDRT

GENERAL ABILITIES MEASURED

Part I:
*** 20

Part II:
*** Non-timed (30)
3 scores -
Identification of sounds

Syllabication

Total

Prepared by the Committee on Diagnostic Reading Tests

REVIEWER COMMENTS: Herbert F. Spitzer - Buros 3rd Mental Measurements Yearbook

Vocabulary and level of comprehension tests are both power tests.

The speed of reading test is a measure of both rate and comprehension and cannot, therefore be considered solely as a rate score.

RELIABILITY

Equivalent form coefficients are reported for grades 3.8—8.8. Speed and Accuracy r's range from .82 to .87. Vocabulary, r's range from .84 to .89. Level of Comprehension, r's range from .8[illegible] to .88.

VALIDITY

Content validity. All the materials in the test reviewed and revised repeatedly on the basis of data received from special reviewers, teachers and pupils.

CONTENT ANALYSIS

Total Time:

Vocabulary, no time, 65 items.
Speed and Accuracy Test, 4 minutes, 36 items
Consists of two sentences usually - mostly a test on sentence comprehension.
Level of Comprehension Test, no time, 21 items.
Consists of very short paragraph in which subject must insert two missing words.

Number of Forms 3

For Grades 3.5-10

Time (50-60)

Date 1939-58

Publisher BP

GENERAL ABILITIES MEASURED

Speed and accuracy

Accuracy

Vocabulary

Level of Comprehension

Total

Author:

A. I. Gates

REVIEWER COMMENTS: William S. Gray - Buros 4th Mental Measurements Yearbook

No specific discussion of the validity of the three tests as measures of reading ability is presented.

The evidence presented does not make clear whether the test is a significant measure of general scholastic ability, reading competence, general intelligence, or a combination of the three.

Because of the composition of the tests, the scores may be used both as gross measures of reading achievement and, to a limited extent, for diagnostic purposes.

RELIABILITY

Test-retest coefficients reported (from not specified) with an interval of two days between first and second administration. Correlations were: Vocabulary , r=.865; Sentence, r=.769; Paragraph, r=.806; Total, r=.885.

VALIDITY

Predictive - r=.61 for 145 pupils in grades 7C to 8C with a criterion composed of grade location, age, and teacher's estimates of scholarship. Concurrent - r=.64 with total score of 7 examinations (Army Alpha, Otis, Pressey, Thurstone, Miller, Delta 2, and Sigma 3) for 60 university students.

CONTENT ANALYSIS

Total Time:

Vocabulary, 6 minutes, 50 items.
Sentence Reading, 4 minutes, 40 items. This tests past knowledge on a large variety of topics. Example: "Is citron found in craters?"
Paragraph Reading, 20 minutes, 7 paragraphs from about 60-160 words per paragraph. All narrative selections.

Number of Forms	2
For Grades	6-12
Time	20 (30)
Date	1920-22
Publisher	HBW

GENERAL ABILITIES MEASURED

Vocabulary

Sentence reading

Paragraph reading

Authors:

M. E. Haggerty
L. C. Haggerty

OUT OF PRINT

REVIEWER COMMENTS: Victor H. Noll - Buros 5th Mental Measurements Yearbook

Serious question regarding the equivalency of the two forms raised.

Needs to be revised or replaced.

No norms for subtests

No specific criteria for the establishment of validity.

RELIABILITY

No information available.

VALIDITY

No information available.

CONTENT ANALYSIS

Number of Forms	2
For Grades	7-12
Time	(40)
Date	1939-52
Publisher	HBW

GENERAL ABILITIES MEASURED

Vocabulary

Word Discrimination

Sentence meaning

Noting details

Interpreting paragraphs

Total

Authors:

R. K. Speer
S. Smith

REVIEWER COMMENTS: Herbert S. Conrad - Buros 3rd Mental Measurements Yearbook

The test contains excellent reading passages and excellent questions. In the reviewer's judgment, however, too little attention is given to knowledge and skills developed in the laboratory; there are too few diagrams in the reading passages; and there is underestimation of computational problems and the handling of equations.

RELIABILITY

No information available.

VALIDITY

No information available.

CONTENT ANALYSIS

Number of Forms	2
For Grades	**
Time	(120)
Date	1944-57
Publisher	ACE

Prepared by the Examination Staff of United State Armed Forces Institute

*Subtest of "Tests of General Educational Development

**One level for high school and one level for college

REVIEWER COMMENTS: Herbert S. Conrad - Buros 3rd Mental Measurements Yearbook

The questions in this test appear thoughtful and, on the whole, excellent. However, some of the test items suffer from unnecessary error due to over-generalization.

RELIABILITY

No information available.

VALIDITY

No information available.

CONTENT ANALYSIS

Number of Forms	2
For Grades	**
Time	(120)
Date	1944-57
Publisher	ACE

*Subtest of "Tests of General Educational Development

**One level for high school and one level for college.

Prepared by the Examination Staff of United States Armed Forces Institute

REVIEWER COMMENTS: Frederick B. Davis - Buros 3rd Mental Measurements Yearbook

The validity of the total score derived from this test depends on the extent to which the subtests adequately sample the important skills involved in reading ability of the work-study type...the reviewer is inclined to believe that the total score is as valid a measure of this type of reading ability as most reading tests are.

The main criticism of the content of the test is that it never forces a testee to grapple with a difficult passage...they never get at the inner recesses of comprehension and that their use must tend to reward unduly the rapid, superficial reader.

Reliability coefficients obtained by the split-half Spearman-Brown procedure and Kuder-Richardson formula 21 are presented with no warning that meaningful reliability coefficients cannot be obtained for highly speeded tests, such as this on, by either of these two means.

RELIABILITY

Split-half reliabilities using the Spearman-Brown formula are reported for Form Am. Rate r=.73; Comprehension, r=.82; Directed Reading, r=.91; Poetry Comprehension, r=.80; Word Meaning, r=.90: Sentence Meaning r=.85; Paragraph Comprehension, r=.72; Part A: Central Idea, r=.54; Part B: Development, r=.73; Location of Information, Part A: Use of Index, r=.82; Part B: Selection of Key Words, r=.91; Total Raw Score, r=.96.

CONTENT ANALYSIS

Test 1-A -- Rate, Comprehension. Scientific material, 5 min. Paragraph of about 360 words - technical explanation of how rubber is made.

Test 1-B -- Rate, Comprehension. Literature, 5 min. reading time. Paragraph of about 600 words - "The Influence of the Press."

Test 2 -- Directed Reading, 3 min., 20 items. Paragraph of about 360 words - technical explanation of how glass is made. Sentence comprehension.

Test 3 - Poetry Comprehension.

Test 4 - Word Meaning -- Part A, Social Science, 20 items, 2 min.; Part B, Science, 15 items, 1½ min.; Part C, Mathematics, 15 items, 1½ min.; Part D, English, 20 items, 2 min.

Test 5 -- Paragraph Comprehension. 12 items of about 70 words per item - 3 questions per paragraph including choosing appropriate title.

Test 7 -- Location of Information. Use of References. A - Use of Index, 15 items; B - Selection of Key Words, 20 items.

VALIDITY

Content validity claimed. There is no description of empirical procedures utilized in verifying this claim.

Number of Forms	4
For Grades	9-13
Time	45 (60)
Date	1927-43
Publisher	HBW

GENERAL ABILITIES MEASURED

Rate of Reading

Vocabulary

Understanding of Sentences

Paragraph Comprehension

Directed Reading

Ability to Use a Simple Index

Authors:

F. B.Davis
W. W. Turnbull

The Iowa Tests of Educational Development: Test 20 5, Ability to Interpret Reading Materials in the Social Studies

REVIEWER COMMENTS: Henry Chauncey - Buros 3rd Mental Measurements Yearbook

Contains varied and fairly interesting passages. The questions, however, are not particularly ingenious and run to type. There are a good many "spot" questions, which can be answered by direct reference to the passage.

RELIABILITY

No information available.

VALIDITY

No Information Available.

CONTENT ANALYSIS

Number of Forms	2
For Grades	9-13
Time	60 (70) 40 (50)
Date	1942-58
Publisher	SRA

Prepared under the direction of E. F. Lindquist

REVIEWER COMMENTS: Henry Chauncy - Buros 3rd Mental Measurements Yearbook

Contains passages which, though individually good, are too largely drawn from the biological as opposed to the physical sciences. The questions are not particularly ingenious a nd run to type. There are a good many "spot" question, which can be answered by direct reference to the passage. The correlation between this test and the test of "ability to Interpret Reading Materials in the Social Studies" is probably high.

RELIABILITY

No information available

VALIDITY

No information available

CONTENT ANALYSIS

Number of Forms	2
For Grades	9-13
Time	40 (50) 60 (70)
Date	1942-58
Publisher	SRA

Prepared under the direction of E. F. Lindquist

REVIEWER COMMENTS: Russell P. Kropp - Buros 5th Mental Measurements Yearbook

No normative data provided for college freshmen, adequate for high school groups.

Technically adequate with regard to its construction, standardization and norming.

The intercorrelations among the three tests are moderately high indicating that each has much in common with the others.

RELIABILITY

Split-half reliability coefficients are reported for three different groups in grades ten and twelve. There is no description provided for the groups beyond their geographic location. Correlation of odd and even items on Form Am corrected by the Spearman-Brown formula are reported. They range for the total test from .91 to .95. Equivalent form reliability is discussed in the manual. However, no empirical data are presented.

VALIDITY

Content validity employed. Difficulty and validity indices, based upon preliminary try-out, were computed for each item in the test. Mean difficulty values of items in finalforms are reported in the manual.

CONTENT ANALYSIS

Test I - Paragraph comprehension. 20 minutes. Consists of 9 paragraphs dealing largely with general science and social science content. Each paragraph is followed by 3 M-C type items with 3 detractors each.

Test II - Directed Reading. 3 min. for reading each selection and 8 min. for answering 24 questions covering each selection. Three selections of about 500-600 words each, dealing largely with general science and social science content.

Test III - Retention of Details. 10 minutes, 35 items of M-C type. Measuring recall of details read in the 3 selections in Test II after a brief interval.

Rate score = total number of sentences read in parts B and C.

Number of Forms	2
For Grades	9-13
Time	63 (75)**
Date	1953-55
Publisher	HBW

GENERAL ABILITIES MEASURED

Paragraph Comprehension

Directed Reading

Retention of Details

Reading Rate

Total

Authors:

V. H. Kelley
A. A. Greene

**To be administered in two sessions

REVIEWER COMMENTS: James R. Hobson - Buros 4th Mental Measurements Yearbook

Scoring of the prargraph meaning sections of these tests is heavily dependent on subjective judgment.

Standardization sample is very adequate.

Excellent manual for interpreting the results of the battery is available.

RELIABILITY

No information available

VALIDITY

No information available

CONTENT ANALYSIS

Number of Forms 3

For Grades 7-9.5

Time 35 (45)

Date 1933-49

Publisher HBW

GENERAL ABILITIES MEASURED

Reading

Vocabulary

Total

Author:

W. N. Durost et. al.

REVIEWER COMMENTS: Eason Monroe - Buros 3rd Mental Measurements Yearbook

In order to provide comprehension control, in the latter portion of each item a single word has been inserted which is out of meaning with the rest of the item. As he reads, the subject is required to cross out the "word that spoils the meaning".

Serious question can be raised concerning the extent to which this test measures the types of reading which are most representative and significant in general school and life reading.

One of the most serious shortcomings of this test, in the reviewer's opinion, is the complete lack of continuity of meaning throughout the sequence of items.

RELIABILITY

No data available

VALIDITY

No data available

CONTENT ANALYSIS

Total time - 7 minutes, 75 items composed of two sentences each.

Student is to cross out one word which spoils the meaning.

Emphasizes speed and accuracy.

Number of Forms	2
For Grades	6-16
Time	7 (15)
Date	1932-37
Publisher	PC

Author:

E.B. Greene

REVIEWER COMMENTS: James M. McCallister - Buros 3rd Mental Measurements Yearbook

Since few students will be able to finish the vocabulary section in the time allowed, it is an indirect test of speed as well as a measure of vocabulary.

The time limit in the "Power of Comprehension" section is such that nearly all students will complete it before time is called. Therefore, it is primarily a test of power of comprehension independent of speed of reading.

Reliability coefficients are reported in the manual for Form A only.

The standarization populations were different for each of the two forms. Insofar as these two population groups were comparable, approximately similar scores may be expected from use of the two forms.

RELIABILITY

Split-half procedures for a group of 283 high school seniors are reported. Part I, r=.928, Part II, r=.693. The same procedure was repeated for a group of 216 college juniors. The results obtained were: Part I, r=.912; Part II, r=.780; and for the test as a whole r=.865.

CONTENT ANALYSIS

Total Time = 46 minutes

Vocabulary = 6 minutes, 100 items

Paragraph reading, 40 minutes, 10 paragraphs averaging about 250-300 words per.

Content ranges from history to psychology, but largest concentration is on history.

VALIDITY

Concurrent validity coefficients are reported for correlations obtained with the Minnesota College Ability Test, the Miller Mental Ability Test, and the Miller Analogies Test. These range from .52 to .83.

Number of Forms	2
For Grades	9-16
Time	46 (55)
Date	1930-35
Publisher	UMP

GENERAL ABILITIES MEASURED

Vocabulary

Power of Comprehension

Authors:

M. E. Haggerty
A. C. Eurich

REVIEWER COMMENTS

Not available in most recent edition of Buros

RELIABILITY

No information available.

VALIDITY

No information available.

CONTENT ANALYSIS

Form A

Vocabulary, 10 minutes, 100 items

Rate of Reading, 1 minute, obtained from first paragraph of comprehension section.

Comprehension, 20 minutes, 8 paragraphs:

1. Greek poets, 639 words, 8 questions, M-C type
2. Pursuit of perfection (all remaining paragraphs approximately 200 words followed by M-C type questions
3. Tudor kings
4. Break between King and Parliament
5. Colleague of Adm. R. E. Peary
6. Power of the aristocracy
7. Climate and human life
8. Banking laws of Canada

Number of Forms	2
For Grades	9-16*
Time	30
Date	1929-60
Publisher	HM

GENERAL ABILITIES MEASURED

Vocabulary

Comprehension

Reading Rate

Authors:

M. J. Nelson
E. C. Denny

*Special adult norms provided in Examiner's manual

Nelson-Denny Reading Test: 27
Vocabulary and Paragraph:
The Clapp-Young Self-Marking Tests

REVIEWER COMMENTS: Ivan A. Booker - Buros 4th Mental Measurements Yearbook

This test was carefully constructed. Items were scaled and selected in terms of their difficulty, and the two forms were carefully equated. Reliability reported is adequate.

The time limits for the test are brief, thus placing a premium upon rapid reading, immediate reactions, and lucky guesses.

RELIABILITY

Equivalent-form coefficient is reported, r=.914; based upon adminstration of 2 forms; 171 college freshmen

VALIDITY

Content validity - no empirical procedures, beyond procedure for item selection reported.

CONTENT ANALYSIS

Total Time: 30 minutes

Vocabulary, 10 minutes, 100 items

Paragraph test, 9 paragraphs, 4 questions each - 20 minutes.

Content - 1) "People with natures with a curiosity about their best selves." 2) Literature selection of an account of the situations. 3) Description with details of scientific causation of blue sky and setting red sun. 4) Description of trusts as monopolies. 5) Description of successful members (in general) of the House of Commons. 6) Technical composition of an inch. 7) The class of gentlemen in England. 8) Pottery as an indication of Neolithic stage of development. 9) A philosophy on the use of capital letters.

Number of Forms	2
For Grades	9-16
Time	30 (35)
Date	1929-38
Publisher	HM

GENERAL ABILITIES MEASURED

Vocabulary

Paragraph Comprehension

Total

Authors:

M. J. Nelson
E. C. Denny

REVIEWER COMMENTS: Frederick B. Davis - Buros 1940 Mental Measurements Yearbook

The manual contains no warning of the inevtiable unreliability of subtest scores based on only a small number of items. It appears that only the total reading score may be regarded as reasonably accurate in individual measurement. Subtest scores near the median may readily vary as much as thirty percentile rank points on the diagnostic profile by pure chance alone.

RELIABILITY

No information available

VALIDITY

No information available

CONTENT ANALYSIS

Vocabulary, 100 items; divided equally between mathematics, science, social science, and literature.

Reading comprehension:

1. Following specific directions
2. Organization - vocabulary, use of index, selecting references, report outlines
3. Interpretation of meanings- includes selecting topic or central idea, understanding directly stated facts, and making inferences

Description:

1. Excerpt from address by F. D. Roosevelt approximately 240 words.
2. Article on steam engines, how they operate. Approximately 280-300 words.
3. Article on standardized tests. Approximately 320 words.
4. Scientific methods vs. deductive methods of authority in past centuries. Approximately 240 words.

Number of Forms	2
For Grades	9-13
Time	50 (55)
Date	1934-39
Publisher	CTB

Authors:

E. W. Tiegs
W. W. Clark

REVIEWER COMMENTS: Albert J. Harris - Buros 3rd Mental Measurements Yearbook

A single score is obtained, which depends partly upon comprehension and partly on rate of reading.

Norms based on a maximum of 237 cases for any one grade, chiefly from consolidated schools in Indiana.

The reliability is only fair by today's standards.

Identical with test copyrighted in 1928 except for minor changes.

RELIABILITY

No technical information available.

VALIDITY

No technical informational available.

CONTENT ANALYSIS

The content of the silent reading test includes a 40-item sentence reading subtest and nine fairly long selections, taken from books suitable for college use in a variety of fields. Each selection is followed by 10 to 18 questions, for the most part in true-false form.

Total time, 40 minutes.

Selection I - Sentence Meaning - tests past knowledge, vocabulary.
Selection II - Paragraph from Source Book of Social Origins - about 400 words of folklore on the creation of the world.
Selection III - Paragraph from Town and Gown - about 300 words - narrative of aspiration of college girl to make a sorority.
Selection IV - The Comedy of Coal - about 300 words of technical treatise on coal electricity.
Selection V - from Elementary Psychology - about 300 words on the mental age of a person.
Selection VI - From The Government of The United States.
Selection VII - From The Soil - technical.
Selection VIII - From General Biology "The Action of Phagocytes".
Selection IX - From The Nature of the World and of Man - "The Nature of Bacteria".

Number of forms	2
For Grades	7-16
Time	40 (45)
Date	1928-53
Publisher	SRSTS

GENERAL ABILITIES MEASURED

Comprehension

Rate

Authors:

H. H. Remmers, et. al.

REVIEWER COMMENTS: Jerome E. Doppelt - Buros 5th Mental Measurements Yearbook

The time limit of 25 minutes is evidently not sufficient to make the test a power measure.

There is no evidence that the test is helpful in accomplishing its two stated objectives: (1) to identify supervisors who are in need of developmental reading instruction; (2) if such instruction cannot be given, helpful as a guide to management in writing material that supervisors are expected to read.

At the present time there is a preliminary manual which includes a table of norms based on 137 industrial supervisors representing all levels from first line supervisors to plant superintendents.

RELIABILITY

Estimated by K-R formula 20 applied to the scores of a group of supervisors who finished the test and then correcting the coefficient for the increased range of scores when all supervisors are included (r=.83). When a modification developed by Horst was applied to the K-R formula, the coefficient rose to .91.

VALIDITY

No information available

CONTENT ANALYSIS

Consists of 14 passages with either two or three multiple choice items per passage. The content of the passages centers around factory and industrial situations.

Number of Forms	1
For Grades	Adults
Time	25 (35)
Date	1955
Publisher	UBS

Authors:

J. Tiffin
R. Dunlap

REVIEWER COMMENTS: J. B. Stroud - Buros 3rd Mental Measurements Yearbook

The rate of comprehension score is not quite as good as it sounds since in effect the score is influenced by rate of not comprehending. It is the equivalent of the traditional comprehension score and as such is a function both of rate and of comprehension. The level of comprehension score is not complicated by rate except for students who do not complete the first scale and for the possibility that quality may be influenced by the rate set of the student. The reading test items run a bit heavily toward literature.

RELIABILITY

No data available

VALIDITY

Content validity claimed. Based upon surveys of curriculum outlines and bulletins, textbook analyses, and consultation with specialists in the different subject matter fields. No empirical evidence presented to verify this claim.

CONTENT ANALYSIS

C_1 - Total time, 40 minutes; Vocabulary, 14 minutes, 60 items: Reading, 25 minutes, 18 items, range of about 50-270 words per selection.

Selections range from narratives, articles, text excerpts, anecdotes, advertising, etc.

Attempts to combine retention, sentence comprehension, and paragraph comprehension into 5 or 6 questions following each selection.

C_2 - Total time, 40 minutes; Vocabulary, 15 minutes, 60 items; Reading, 25 minutes, 18 items, range of about 50-270 words per selection.

Selections range from narratives, articles, text excerpts, anecdotes, advertisements, etc.

Attempts to combine retention, sentence comprehension, and paragraph comprehension into from 2 to 11 questions following each selection.

Number of Forms	4
For Grades	C_1:7-12 C_2:11-16
Time	40 (45)
Date	1940-53
Publisher	ETS

GENERAL ABILITIES MEASURED

Vocabulary

Speed of Comprehension

Level of Comprehension

Total

Authors:

F. B. Davis et. al.

REVIEWER COMMENTS

No review available

RELIABILITY

No information available

VALIDITY

No information available

CONTENT ANALYSIS

Total time - 45 minutes

15 paragraphs of varying difficulty from literature selections followed by 4 descriptive sentences from which to choose the most appropriate.

Number of Forms	3
For Grades	7-12
Time	(45-60)
Date	1939
Publisher	ETB

GENERAL ABILITIES MEASURED

Comprehension of literary type material

Author:

M. J. Van Wagenen

REVIEWER COMMENTS: Ivan A. Booker - Buros 3rd Mental Measurements Yearbook

The test paragraphs appear in more than one form of the test. When a paragraph is repeated, however, the test items used with it are changed.

The scoring system is complicated.

The manual of directions gives no information as to the reliability or validity of the test. Also, there is no description of the standardization procedures provided and no indication of the adequacy of the norms.

RELIABILITY

No data available.

VALIDITY

No data available.

CONTENT ANALYSIS

15 paragraphs of varying difficulty on simple facts of general science such as expansion of air, growth of bacteria, oak trees.

Number of Forms 1

For Grades 7-12

Time (45-60)

Date 1938

Publisher ETB

GENERAL ABILITIES MEASURED

Comprehension of scientific type material

Author:

M. J. Van Wagenen

REVIEWER COMMENTS: Albert J. Harris - Buros 3rd Mental Measurements Yearbook

The test is given as a power test without specific time limits. Of the fifteen selections in Form A, ten also appear in Form B, with slightly different questions.

No information is given in the brief manual which would allow an evaluation of the adequacy of the standarization procedures.

RELIABILITY

No data available

VALIDITY

No data available

CONTENT ANALYSIS

Total time - not given

Part I - 5 minutes "Rate of Comprehension" - 56 items - Two sentence paragraphs in which you cross out the inappropriate word.

Part II - no time limit

Test 2 - Perception of Relations 37 items, Analogies

Test 3 - Vocabulary - simple word or phrase given in context - you choose the most appropriate substitution for this from 5 choices - 37 items

Test 4 - Vocabulary - 37 items, Example: Limes are a kind of ..... "fruit."

Part III

Test 6 - Central thought of paragraph interpretation, etc.

Number of Forms	2
For Grades	7-12
Time	45 (60)
Date	1938-39
Publisher	ETB

GENERAL ABILITIES MEASURED

Comprehension of historical type material

Author:

M. J. Van Wagenen

REVIEWER COMMENTS: Miles A Tinker - Buros 3rd Mental Measurements Yearbook

There are no data in the manual of in the materials accompanying the test on the number of cases employed for standardization or on the equivalence of the two forms.

The two forms have a variation in the length of successive lines of printed material; an undesirable typographical arrangement. Form A is printed in uniform line lengths; Form B has exactly five words in each line. The obvious lack of equivalence in reading rate between the two forms makes interpretation of progress in reading hazardous.

RELIABILITY

No information provided

VALIDITY

No information provided

CONTENT ANALYSIS

Both forms present a narrative type of case study of a college student who has had academic difficulties. Form A, 352 words. Form B, 522 words.

Number of Forms	2
For Grades	12
Time	(25)
Date	1935-41
Publisher	OST

GENERAL ABILITIES MEASURED

Rate of Reading

Comprehension

Authors:

S. L. Pressey
J. W. Sherburne

REVIEWER COMMENTS: Robert Murray Bear - Buros 4th Mental Measurements Yearbook

The manual does not describe the standardization population. Norms are based upon the results of Ohio State University freshmen, but no indication is given of the number of cases involved or how representative the sampling was.

The tests will be most useful to those wishing rate of reading tests based upon materials and conditions similar to those faced by college freshmen.

RELIABILITY

Reliability coefficient reported for rate test, r=.91 (no information provided as to how coefficient was obtained).

VALIDITY

Content validity claimed - no supporting data reported

CONTENT ANALYSIS

History of Russia, about 3,800 words on Russian History - "A Sketch of Russia's History".

Fiction, about 5,800 words - a short story of mostly narrative composition.

Art, about 3,500 words - "The Artist's Eternal Quest of Beauty."

History of Canada, about 3,500 words on "The Stirring Story of Canada's Past."

Geology, about 3,300 words on "The Wondrous Story We Read in the Rocks."

Art
Geology
Fiction
History*

*two forms

Number of Forms	1
For Grades	College
Time	(15)
Date	1940-49
Publisher	OSUP

GENERAL ABILITIES MEASURED

Rate

Comprehension

Authors:

F. P. Robinson
P. Hall

REVIEWER COMMENTS: Arthur E. Traxler - Buros 5th Mental Measurements Yearbook

A few of the pictures in the Advanced Tests are too small and indistinct to be easily read.

The procedure employed in scoring all tests and subtests allows chance scores to yield substantial grade equivalents.

No evidence is presented to support the use of the same grade euqivalents when responses are entered in record booklets and when they are recorded on answer sheets. This procedure may be questioned, since research has often shown that more time is required to record answers on answer sheets than to enter them in the booklets.

Because of their brevity, the grade equivalent scales for some of the subtests are necessarily coarse. In some places, one item makes a difference of more than one grade in a pupil's score.

The items are well constructed, the directions are clearly written, the tests are well printed, and the manual contains a good deal of helpful statistical data.

There are no public school norms available; the reliability of the rate is rather low; and the value of the subtest diagnostic scores is open to question because of their somewhat low reliability and doubtful independence.

The grade equivalents are based on nation-wide testing in Catholic schools.

The reliability coefficient reported for the rate score is only .76, which is hardly high enough to indicate usefulness of the rate measure in the study of individuals (probably due to the brevity of the rate test).

CONTENT ANALYSIS

RELIABILITY

No information available

VALIDITY

No information available

Number of Forms	2
For Grades	7-9
Time	42 (60)
Date	1953-55
Publisher	STS

GENERAL ABILITIES MEASURED

Knowledge and use of sources (4 subscores)

Rate Comprehension (6 subscores)

Total

Author:

O. F. Anderhalter
R. Colestock
R. S. Gawkoski

*For Catholic Schools; some subtests also appear in Diagnostic Reading Tests: Pupil Progress Series for Non-Catholic Schools

REVIEWER COMMENTS: James M. McCallister - Buros 3rd Mental Measurements Yearbook

Validity coefficients are reported for the college freshmen level only.

Internal analysis of the test paragraphs and the true-false items indicates that the test measures largely apprehension of specific facts. It provides little opportunity for measuring such things as comprehension of main ideas, recognizing relationships, or evaluating the importance of ideas. These factors should be kept in mind in interpreting the scores as measures of general reading ability.

RELIABILITY

No information available.

VALIDITY

No information available.

CONTENT ANALYSIS

Number of Forms	2
For Grades	7-13
Time	25 (30)
Date	1940-42
Publisher	PSP

GENERAL ABILITIES MEASURED

Comprehension

Rate of Reading

Comprehension efficiency

Authors:

H. E. Schrammel
W. H. Grey

REVIEWER COMMENTS: William W. Turnbull - Buros 4th Mental Measurements Yearbook

This is a short, highly speeded test. The manual presents exceedingly high reliability coefficients for the 11 scores but fails to point out that such coefficients are spurious when based on sections that are highly speeded.

Since no intercorrelations of scores on the 10 sections are provided, it is impossible to judge the independence of these scores.

No statistical data pertaining to validity are reported.

RELIABILITY

No information available

VALIDITY

No information available.

CONTENT ANALYSIS

Total time: 28 minutes

Test 1 - 2 minutes, rate of reading, about 950 words on "A Century of Agricultural Progress."

Test 2 - 3 minutes, comprehension of material in test 1.

Test 3 - 2 minutes, paragraph meaning, choose word which spoils meaning.

Test 4 - reading an alphabetical directory, namely a telephone book.

Test 5 - interpretation of map-table-graph material.

Test 6 - advertisement reading test.

Test 7 - index usage test.

Test 8 - technical vocabulary test, 3 minutes, 23 items.

Test 9 - sentence meaning, general vocabulary, 3 minutes, 19 items.

Number of Forms	1
For Grades	8-13
Time	28 (40)
Date	1947
Publisher	SRA

GENERAL ABILITIES MEASURED

Rate
Comprehension
Paragraph Meaning
Directory Reading
Map-Table-Graph reading
Advertisement Reading
Index Usage
Technical Vocabulary
Sentence Meaning
General Vocabulary
Total

Author:

G. T. Buswell

REVIEWER COMMENTS: Eric F. Gardner - Buros 5th Mental Measurements Yearbook

An attempt is made to incorporate the standard error of measurement in the score itself by advocating the use of a confidence interval rather than a single point to interpret a sutdent's score. This is a very worthwhile emphasis.

The norms were obtained from a large sample with a view to adequate geographical representation.

RELIABILITY

No information available

VALIDITY

No information available

CONTENT ANALYSIS

Number of Forms	2
For Grades	13-14
Time	70 (90-100)
Date	1956-57
Publisher	ETS

GENERAL ABILITIES MEASURED

Comprehension

Authors:

C. McCullough et. al.

REVIEWER COMMENTS: William D. Sheldon - Buros 4th Mental Measurements Yearbook

The material contained in the test is dated and deals largely with knowledge of specific facts rather than with general ideas or inferential material.

There is no statistical evidence presented which would indicate that the individual questions do provide measures or specific aspects of comprehension.

The construction of the test seems to have been quite limited; there is no evidence that either the construction of the items or the statistical evaluation of the test compares in refinement with tests of a later design.

RELIABILITY

Equivalent-form coefficients reported r's range from .894 to .911.

VALIDITY

No information provided.

CONTENT ANALYSIS

Total time: 20 minutes

Content - 10 paragraphs from about 80-240 words each on various types of general information.

Number of Forms	3
For grades	10-12
Time	20 (30)
Date	1929
Publisher	CAG

GENERAL ABILITIES MEASURED

Direct Details
Implied Details
General sense of paragraph
Determination of definite ideas
Recognition of references
Truth of idea
Synonymes
Total

Author:

Spencer Shank

OUT OF PRINT

+Silent Reading Comprehension: Iowa Every-Pupil Tests of Basic Skills, Test A - Advanced Battery

REVIEWER COMMENTS: Constance M. McCullough - Buros 3rd Mental Measurements Yearbook

The paragraph content is science and social studies, sometimes disguised in narrative and conservation form. The test is overburdened with detail questions.

The difficulty of the paragraphs according to the Lorge formula is not uniform for the different forms or extensive enough for the grades the test claims to cover.

RELIABILITY

No information available

VALIDITY

No information available

CONTENT ANALYSIS

Number of Forms	4
For Grades	5-9
Time	68 (85)
Date	1940-47
Publisher	HM

GENERAL ABILITIES MEASURED

Comprehension

Vocabulary

Total

Authors:

H. F. Spitzer, et. al.

REVIEWER COMMENTS: Helen M. Robinson - Buros 5th Mental Measurements Yearbook

Norms based on 350,000 pupils selected from "all areas of the country, all types of school systems, and all socioeconomic levels."

The reliability is satisfactory.

Unfortunately, the paragraph meaning section relies entirely on selecting words to fit the context - a definite advantage to pupils who have had considerable experience and instruction in using context clues.

The manual states that "these are not speed tests" but also that "under no conditions should the time limits be extended". Even though the time limits may be generous, speed becomes a factor in individual cases.

RELIABILITY

No information available

VALIDITY

No information available

CONTENT ANALYSIS

Number of Forms	4
For Grades	7-9
Time	37 (45)
Date	1922-55
Publisher	HBW

GENERAL ABILITIES MEASURED

Paragraph meaning

Word meaning

Authors:

T. L. Kelley, et. al.

Techniques in Reading Comprehension for Junior-Senior High School: Every-Pupil Test

REVIEWER COMMENTS: James M. McCallister - Buros 3rd Mental Measurements Yearbook

This test is prepared for use in the statewide testing program in Ohio. After the scores are reported to the OSDE (Ohio State Department of Education), the teacher is furnished with a report of percentile norms and item norms.

No studies of reliability or validity are reported for these tests. The score yielded is a reflection of both rate and comprehension.

RELIABILITY

NO information available

VALIDITY

No information available

CONTENT ANALYSIS

Number of Forms	*
For Grades	7-12
Time	32 (40)
Date	1937-58
Publisher	OST

GENERAL ABILITIES MEASURED

Comprehension

*New form usually issued each December and April.

Authors:

F. Sauer, et. al.

Tests of Natural Sciences: Vocabulary and Interpretation of Reading Materials: Cooperative Inter-American Tests*

REVIEWER COMMENTS: Clarence H. Nelson - Buros 4th Mental Measurements Yearbook

According to the test builder, these tests have validity in the sense that the materials which provide the basis for the items were drawn from different fields within the natural science area.

Comparable validity of the English and Spanish editions was sought by employing bilingual staff specialists, by using the same exercises in the two languages, by presentation of the exercise in equivalent language, and by checking against standard word lists, such as the Thorndike list.

RELIABILITY

No information available

VALIDITY

No information available

CONTENT ANALYSIS

Number of Forms	2
For Grades	8-13
Time	35 (45)
Date	1950
Publisher	GTA

GENERAL ABILITIES MEASURED

Vocabulary

Interpretation of Reading Materials

Total

Prepared by the Committee on Modern Languages of the American Council on Education

*Both English and Spanish Editions available

+Tests of Reading: Cooperative Inter-American Tests Advanced* 46

REVIEWER COMMENTS: Frederick L. Westover - Buros 4th Mental Measurements Yearbook (Reviews English edition only)

All of the tests have been well constructed from a variety of intrinsically interesting materials and appear to possess face validity.

Norms are based on administration of the tests to 10,000 pupils in cities of the United States, half of them in Texas. The norms provide information only on the median total scores at each level for which the test is scored.

The words in the vocabulary section are drawn from a wide range of materials.

The tests are of special value to those who wish to use them in connection with the Spanish editions to compare the performance of pupils in English and Spanish.

Reliability

No information available

VALIDITY

No information available

CONTENT ANALYSIS

Number of Forms	2
For Grades	8-13
Time	40 (50)
Date	1950
Publisher	GTA

GENERAL ABILITIES MEASURED

Vocabulary

Comprehension

Total

Prepared by the Committee on Modern Languages of the American Council of Education

*Both English and Spanish editions available.

REVIEWER COMMENTS: Gustav J. Froehlich - Buros 4th Mental Measurements Yearbook

The test manual is well written; it contains a certain amount of pertinent theoretical discussion; but it presents no concrete supporting evidence. No experimental data on validity and reliability have been found anywhere by this reviewer.

Only tentative norms are available.

RELIABILITY

No information available

VALIDITY

No information available

CONTENT ANALYSIS

Number of Forms	2
For Grades	8-13
Time	35 (45)
Date	1950
Publisher	GTA

GENERAL ABILITIES MEASURED

Vocabulary

Interpretation of Reading Materials

Total

Prepared by the Committee on Modern Language of the American Council of Education

*Both English and Spanish editions available

REVIEWER COMMENTS: Ivan A. Booker - Buros 4th Mental Measurements Yearbook

The test emphasizes the ability to read and answer fact questions and the ability to read and understand sentences of the proverb or aphorism type. The test is quite heavily weighted with items that call for the interpretation of proverbs or quotations - two fifths of the items are of this type.

The test is most valuable as a survey instrument to measure the general level of reading comprehension.

The time allowance is generous enough to make it a power test for most junior high school students.

The format is somewhat cumbersome for both student and scorer.

Grade and reading age equivalents for each score on each form of the test. No medians, quartiles, percentiles by grades, standard scores, or other interpretative data are included.

RELIABILITY

Equivalent-form reliability of about .90 are reported. This is based only on 4 samples of about 200 students each.

CONTENT ANALYSIS

VALIDITY

Concurrent validity employed. Correlations of about .80 with scores from "four reputable reading tests" are reported. These four tests are not identified.

Number of Forms	2
For Grades	7-9
Time	40 (45)
Date	1941-47
Publisher	BP

Authors:

E. L. Thorndike
I. Lorge

OUT OF PRINT

REVIEWER COMMENTS: Leonard S. Feldt - Buros 5th Mental Measurements Yearbook

The student is instructed to read with all possible speed and, as a comprehension check, to look for and cross out the one word near the end of each item which "spoils the meaning."

The test provides sufficient homogeneous material to permit a relatively long test, if the user desires one. The two forms are very closely matched in terms of difficulty. This should facilitate assessment of changes in speed of reading.

The principal weaknesses of the test are the deficient norms, the inadequate reliability data, and the absence of correlations with other types of rate measures.

The only norms provided are based upon groups of 96 to 135 sophomores of the University of Minnesota. Norms are presented for 5, 10, and 30-minute tests.

RELIABILITY

No information available

CONTENT ANALYSIS

VALIDITY

No information available

Number of Forms	2
For Grades	7-16 adults
Time	***
Date	1955
Publisher	UMP

Author:

Miles A. Tinker

***Any time limit from 4 (15) to 30 (40) minutes.

REVIEWER COMMENTS: Harold D. Carter - Buros 4th Mental Measurements Yearbook

Fifty minute working time required may be awkward in many school situations.

Reported reliabilities are satisfactory. Norming population adequate.

RELIABILITY

Split-half coefficient reported for rate test using Spearman-Brown formula, r=.92 (based upon performance of two continuous 150 second reading periods). Number of pupils not given. Story comprehension test-retest coefficient r=.72. Number of pupils not given.

VALIDITY

Item validity reported. Each comprehension question was studied by noting the degree to which it distinguished between the good readers and the poor readers as shown by the scores on all items of each kind.

CONTENT ANALYSIS

Total time - no set time

Rate of reading - about 620 words on "The Story of a Great Invention", (writing and its history).

Story comprehension - test on content in paragraph.

Main ideas of paragraph - read paragraph, choose from four possible selections what you consider main idea - 30 items.

Number of Forms	2
For Grades	10-12
Time	50 (55)
Date	1938-42
Publisher	PSP

GENERAL ABILITIES MEASURED

Reading Rate

Story Comprehension

Main Ideas

Total Comprehension

Total

Author:

A. E. Traxler

REVIEWER COMMENTS: J. Thomas Hastings - Buros 4th Mental Measurements Yearbook

It is quite unfortunate that virtually all the adverse criticism made at least 11 years ago are still valid.

The manual says that the new grade norms are based upon the scores of about 25,000 pupils. There is no indication of how these cases are distributed according to grade level and no description of the samples in terms of ranges, standard deviations, or chronological ages.

The data presented in the manual concerning validity, reliability, and equivalence of forms are still insufficient.

The good points mentioned in previous reviews are still valid: (a) comprehension; (b) the rate test is interesting reading, and should appeal to the ages for which it is intended; (c) use of sentences or phrases in the word meanings test is a more meaningful device than the use of words by themsleves; (d) the time limits on the various parts are such that it is not likely to be a speeded test at any of the intended grade levels.

RELIABILITY

No information available

CONTENT ANALYSIS

VALIDITY

No information available

Number of Forms	4
For Grades	7-10
Time	46 (55)
Date	1934-42
Publisher	PSP

GENERAL ABILITIES MEASURED

Reading rate

Story comprehension

Word meaning

Paragraph meaning

Total comprehension

Total

Author:

A. E. Traxler

REVIEWER COMMENTS: Frederick B. Davis - Buros 3rd Mental Measurements Yearbook

The test consists of twenty items based on a single long passage characteristic of a textbook in modern history. Since no data have been obtained showing that ability to understand passages in the social studies is by no means identical with ability to understand passages taken from other academic fields the validity of this test is at once brought into question. The test is a reasonably satisfactory survey test of speed of comprehension of social studies type material.

The reliability of the scores derived from this test are not stated in the manual (the reviewer estimates that they might be around .75 in a typical high school grade.)

Too limited a range of reading skills and content is presented to warrant confidence in the validity of the test as a measure of general reading ability.

The score resulting from the test is a mixture of speed of reading and level of comprehension.

RELIABILITY

No information available.

VALIDITY

No information available.

CONTENT ANALYSIS

Total time, 10 minutes

About 1,500 words on "The League Assembly" with questions within context of the articles.

Number of Forms	2
For Grades	9-16
Time	10 (15)
Date	1925
Publisher	PSP

Author:

G. M. Whipple

OUT OF PRINT

The reading tests presented below are those on which only brief descriptive data was available. Each of the tests included is listed as being in print by Buros (5).

Name of Test	General Abilities Measured	For Grades	Approx. Time	No. of Forms	Pub.	Date
Commerce Reading Comprehension Test I. T. Halfter R. J. McCall		12-16 adults	60 (65)	1	DPT	1956-'58
Cumulative Reading Record, 1956 Rev. (Rev. of a record by M. M. Skinner)		9-12			NCTE	1933-'56
+Diagnostic Reading Test: Pupil Progress Series - Adv. Test O. F. Anderhalter, et. al.	Vocabulary (4 subscores) Rate Comprehension (6 subscores)	7-8	60	2	STS	1956-'57
+Detroit Reading Test C. M. Parker E. A. Waterbury		7-9			HBW	1927
Elementary Reading: Every-Pupil Scholarship Test		7-8	15 (20)	*New form issued Jan., April	HEM	1928-'58
General Reading Test: Ohio Senior Survey Tests S. L. Pressey J. W. Sherburne	Paragraph meaning General Vocabulary Outlining Total	12	60 (65)	2	OST	1935-'41
+Monroe's Standardized Silent Reading Tests W. S. Monroe	Rate Comprehension	9-12			PSP	1919-'59
Reading Adequacy "READ" Tests: Individual Placement Series J. H. Norman	Rate Per cent of Comprehension Corrected rate	Adults			Available from author	1961
+Survey of Reading Achievement: Calif. Survey Series (Abbreviated combination of items from various forms of the appropriate level of California Reading Test, 1957 Edition E. W. Tiegs W. W. Clark		9-12			CTB	1959
Survey Tests of Reading (2 tests: "Central Thought Test" Gr. 3-6 and 7-13; "Power Test" Gr. 3-13 L. J. O'Rourke		7-13			PI	1931-'32

Name of Test	General Abilities Measured	For Grades	Approx. Time	No. of Forms	Pub.	Date
The Reader Rater-Self-Administered survey of reading skills	Speed Comprehension Reading habits Reading for details Reading for inferences Reading for main ideas and adjusting speed Summarizing Skimming Recall of information read Unspeeded vocabulary Speeded vocabulary Total	Ages 15 and over			BRP	1959

Addresses of Test Publishers

ACE — American Council on Education
1785 Massachusetts Avenue, N. W.
Washington 6, D. C.

AP — Acorn Publishing Co., Inc.
Rockville Centre
Long Island, N. Y.

BEM — Bureau of Educational Measurements
Kansas State Teachers College
Emporia, Kansas

BP — Bureau of Publications
Teachers College
Columbia University
New York 27, N. Y.

BRP — Better Reading Program, Inc.
230 East Ohio Street
Chicago 11, Illinois

CAG — C. A. Gregory Co.
345 Calhoun Street
Cincinnati 19, Ohio

CDRT — Committee on Diagnostic Reading Tests, Inc.
West 119th Street
New York 27, N. Y.

CTB — California Test Bureau
Del Monte Research Park
Monterey, California

DPT — Department of Psychological Testing
DePaul University
25 East Jackson Blvd.
Chicago 4, Illinois

ETB — Educational Test Bureau
720 Washington Avenue, S. E.
Minneapolis 14, Minnesota

ETS — Educational Testing Service
Cooperative Test Division
Princeton, New Jersey

FSPC — Foster & Stewart Publishing Corp.
210 Ellicott Street
Buffalo 3, N. Y.

GTA — Guidance Testing Associates
1306 West 42nd Street
Austin 5, Texas

HBW — Harcourt, Brace & World, Inc.
750 Third Avenue
New York 17, N. Y.

HM — Houghton Mifflin Co.
2 Park Street
Boston 7, Massachusetts

NCTE — National Council of Teachers of English
508 South Sixth Street
Champaign, Illinois

OST — Ohio Scholarship Tests
Department of Education
State of Ohio
Columbus 15, Ohio

OSUP — Ohio State University Press
Columbus 10, Ohio

PC — The Psychological Corporation
304 East 45th Street
New York 17, N. Y.

PI — Psychological Institute
P. O. Box 1118
Lake Alfred, Florida

PSP — Public School Publishing Co.
204 West Mulberry Street
Bloomington, Illinois

SHSTS — State High School Testing Service for Indiana
Purdue University
LaFayette, Indiana

SRA — Science Research Associates, Inc,
259 East Erie Street
Chicago 11, Illinois

STS — Scholastic Testing Service, Inc.
3774 West Devon Avenue
Chicago 45, Illinois

UBS — University Book Store
360 State Street
West Lafayette, Indiana

UMP — University of Minnesota Press
Minneapolis 14, Minnesota

VW — Van Wagenen Psycho-Educational Research Laboratories
1729 Irving Avenue, South
Minneapolis 5, Minnesota

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2. _____, The Third Mental Measurements Yearbook, New Brunswick, N. J.: Rutgers University Press, 1949.

3. _____, The Fourth Mental Measurements Yearbook, Highland Park, N. J.: The Gryphon Press, 1953.

4. _____, The Fifth Mental Measurements Yearbook, Highland Park, N. J.: The Gryphon Press, 1959.

5. _____, Tests in Print, Highland Park, N. J.: The Gryphon Press, 1961.